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ABSTRACT

The results of a study that was organized to identify and prioritize two groups of teacher/competency modules for vocational education teachers are presented. A major purpose was to rank the modules in the order of their importance. A questionnaire was designed and distributed to 55 vocational teacher educators. One-hundred teaching competency modules developed by Ohio State University were listed in the questionnaire by category, and the respondents were asked to make a judgment on each module as to its importance for both a preservice program and a "survival kit" program for tradesmen entering teaching without any formal teacher training. A second copy of the questionnaire, which included the responses of the first mailing, was sent to the participants who were asked to respond a second time. Twenty-two tables and charts are given to illustrate the ranking of importance of the selected modules by category for both programs. A list of individual modules recommended as required by 50 percent of the respondents is given in order of importance for both programs as well as a list of modules recommended as not needed. Appendixes contain copies of the first and second mailings and a list of the advisory committee members. (SK)

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COMPETENCY - PERFORMANCE BASED TEACHER EDUCATION for VOCATIONAL TEACHER EDUCATORS

CBTE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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RECOMMENDED MODULES

A DELPHI STUDY

Developed by
EPDA - SUB PROJECT No. 12
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Introduction

A two year Education Professions Development Act project was conducted in New England by the University of Maine at Portland-Gorham. Its purpose was to: Provide an impact on Vocational Teacher Educators of the New England states in the area of Competency Based Teacher Education.

Recognition was given to the leadership and developmental efforts of the Center for Vocational Education at Ohio State University, and their efforts were accepted as a basis for making impact as they related specificially to Vocational Teacher Education and/or Staff Development efforts. Orientation efforts were held in each state, and teacher educators were introduced to the 384 teacher competencies and the modules designed to develop them.

This study was designed to focus on the entry routes into teaching. Many vocational instructors are prepared for teaching through collegiate degree programs while trade and industrial and individuals in specialized areas are employed as vocational instructors because of their occupational expertise.

An attempt was made to identify those Ohio State modules which should be required as a part of a Pre-service Vocational Teacher Education program and in addition, identify a "Survival Kit"-those modules which would be necessary to assure teaching success of the individual entering teaching directly from his occupation.

Procedures and Presentation of Data

An EPDA Project, entitled Competency Based Teacher Education for Vocational Teacher Educators of New England, commenced in September, 1975. One of the goals of this project was to identify and prioritize two groups of teacher competency/modules. The first group was to contain those modules which should be included in a pre-service vocational teacher education program. The second group, to contain only those modules needed by a tradesman entering teaching without any formal teacher training; a "Survival Kit" which would carry him while he acquired other teacher competencies through an in-service program. To obtain this information, the opinions of vocational teacher educators were sought through the use of the two-phase Delphi identification process. A questionnaire was designed which listed the one hundred teaching competency/modules developed by the Center for Vocational Education, Ohio State University, and currently in the second stage of field testing. These modules were categorized as follows:

Category	Module Title	No. of Modules
A	Program Planning, Development and Evaluation	11
B	Instructional Planning	6
C	Instructional Execution	29
D	Instructional Evaluation	6
E	Instructional Management	9
F	Guidance	5
G	School Community Relations	10
H	Student Vocational Organizations	6
I	Professional Role and Development	8
J	Coordination	10

The one hundred modules were listed in the questionnaire by category, and the respondent was asked to make a judgement on each module as to the importance of the module for a) Pre-Service Program and b) "Survival Kit" Program for the tradesman. The respondent was to choose one of three options for each program. The three options were: 1) the module should be required, 2) the module is desirable, or 3) the module is not needed at that time.

Fifty-five participants in the project, representing different levels and areas of vocational education, were sent the questionnaire. See Table I.

Procedures & Presentation of Data-Cont.

Responses on the first mailing are shown in Appendix A. Thirty-three or 60% of the participants responded to the first mailing.

A second mailing (Appendix A), which included the responses of the first mailing, was sent to the participants. They were asked to respond a second time to the importance of the modules. Thirty-four or 62% responded to the pre-service section. Thirty-two participants responded to the "Survival Kit" section. Two questionnaires were returned unanswered because the participants were not available to complete the instrument.

The responses on the second mailing, Appendix B, provided the basis for the analysis of data.

Table I-Participants

Clusters:

- Master Teachers
- Teacher Supervisors
- University Staff
- State Department Personnel
- Deans of Education
- Teacher Trainers
- Consultants
- Department Directors
- Department Chairmen
- Graduate Fellows
- Department Coordinators

Fields of Education Represented:

- Agriculture
- Business Education
- Cooperative Education
- Industrial Technology
- Occupational Education
- Distributive Education
- Adult Education

Analysis of Data

Ranking of Responses

A major purpose of this study was to rank the modules in the order of their importance; it was accomplished in the following manner. The first step in ranking the modules was to determine their mean importance ratings. Arbitrary values of 3, 2, and 1 were assigned to the degrees of importance of each module; that is, 3 points for those modules rated as should be required, 2 points for those rated as being desirable and 1 point for those rated as being not needed. By multiplying the total number of responses checked for each degree of importance by the values assigned, it was possible to obtain a total value for each module.

Example:

Mod. No.	Module Title	Preservice Program		
		Reg.	Des.	N/M
A-15	Evaluate Your Vocational Program	25	7	1

3 x 25 + 2 x 7 + 1 x 1
75 14 1 90 Total Value

Tables that follow are by category, and in each category the modules are arranged in order of importance. That is, the first module listed received the highest total value score as shown by the ratings in the right hand column. Ranking of the ten categories and the range of the module values are shown in Table II.

Two sets of tables are presented, Tables III to XII for the Preservice Program and Tables XIII to XXII for the "Survival Kit" Program indicating their ratings.

Table II

RANKING OF THE IMPORTANCE
OF MODULE CATEGORIES

Rank		Category	No. Of Modules	Range	Average Rating
1	B	Instructional Planning	6	102-101	101.80
2	D	Instructional Evaluation	6	102-96	100.33
3	E	Instructional Management	9	101-77	93.66
4	C	Instructional Execution	29	102-69	92.03
5	I	Professional Role and Development	8	102-54	84.25
6	A	Program Planning, Development and Evaluation	11	99-63	80.81
7	F	Guidance	5	88-73	79.40
8	J	Coordination	10	88-66	72.10
9	H	Student Vocational Organizations	6	89-60	71.80
10	G	School-Community Relations	10	88-57	70.20

Table III

RANKING OF THE IMPORTANCE OF
PROGRAM PLANNING, DEVELOPMENT AND EVALUATION MODULES
Preservice Program

Rank	Mod. No.	Module Title	Rating
1.0	A-10	Develop Vocational Education Program Goals and Objectives	99
2.0	A-11	Conduct an Occupational Task Analysis	92
3.5	A-15	Evaluate Your Vocational Program	90
3.5	A-12	Develop Vocational Education Program Offerings	90
5.0	A-8	Organize an Occupational Advisory Committee	88
6.0	A-9	Maintain an Occupational Advisory Committee	83
7.0	A-14	Conduct a Student Follow-up Study	75
8.0	A-13	Develop Long Range Plans for a Vocational Program	74
9.0	A-3	Report and Use the Findings of a Community Survey	72
10.5	A-2	Conduct and Analyze Community Survey Data	63
10.5	A-1	Plan a Community Survey	63

Average Rating 80.81

Table IV

RANKING OF THE IMPORTANCE
OF INSTRUCTIONAL PLANNING MODULES
Preservice Program

Rank	Mod. No.	Module Title	Rating
1.0	B-2	Write Student Performance Objectives	102
1.0	B-3	Plan a Unit of Instruction	102
1.0	B-4	Write a Lesson Plan	102
1.0	B-5	Select and Obtain Student Instructional Materials	102
1.0	B-6	Prepare Teacher-Made Instructional Materials	102
6.0	B-1	Determine Needs and Interests of Students	101
		Average Rating	101.8

Table V

RANKING OF THE IMPORTANCE
OF INSTRUCTIONAL EXECUTIONAL MODULES
Preservice Program

Rank	Mod. No.	Module Title	Rating
1.0	C-7	Direct Student Laboratory Experience	102
1.0	C-8	Direct Students in Applying Problem Solving Techniques	102
1.0	C-10	Introduce a Lesson	102
1.0	C-11	Summarize a Lesson	102
1.0	C-12	Employ Oral Questioning Techniques	102
7.5	C-13	Employ Reinforcement Techniques	101
7.5	C-16	Demonstrate a Manipulative Skill	101
7.5	C-17	Demonstrate a Concept or Principle	101
7.5	C-18	Direct Individualized Instruction	101
10.5	C-6	Direct Student Study	100
10.5	C-14	Provide Instruction for Slower and Faster Students	100
12.0	C-9	Direct the Project Method	99
13.0	C-15	Present Information Through an Illustrated Talk	97
14.0	C-23	Present Information With Overhead and Opaque Materials	95
15.0	C-24	Present Information With Film Strips and Slides	93
16.5	C-2	Conduct Group Discussions, Panel Discussions and Symposiums	92
16.5	C-25	Present Information With Films	92
18.0	C-22	Illustrate With Models, Real Objects and Flannel Boards	91
19.5	C-26	Present Information With Audio Recordings	90
19.5	C-29	Present Information With Chalkboard and Flip Chart	90
21.0	C-3	Stimulate Learning Through Brainstorming	89

Table V-Cont.

RANKING OF THE IMPORTANCE
OF INSTRUCTIONAL EXECUTIONAL MODULES
Preservice Program

Rank	Mod. No.	Module Title	Rating
22.0	C-1	Conduct Individual and Group Field Trips	87
23.5	C-4	Direct Students in Instructing Other Students	85
23.5	C-21	Illustrate With Bulletin Boards and Exhibits	85
25.0	C-5	Employ the Techniques of Role Playing and Simulation	80
26.0	C-27	Present Information With Televised and Video-taped Materials	77
27.0	C-28	Direct Programmed Instruction	74
28.0	C-19	Conduct Team Teaching	70
29.0	C-20	Present Information Using a Subject Matter Expert	69
		Average Rating	92.03

Table VI

RANKING OF THE IMPORTANCE
OF INSTRUCTIONAL EVALUATION MODULES
Preservice Program

Rank	Mod. No.	Module Title	Rating
1.0	D-6	Evaluate Instructional Effectiveness	102
2.0	D-1	Establish Criteria for Student Performance in Vocational Education Program	101
2.0	D-2	Assess Student Cognitive Performance	101
2.0	D-4	Assses Student Psychomotor Performance	101
2.0	D-5	Determine Student Grades in a Vocational Program	101
6.0	D-3	Assess Student Affective Performance	96

Average Rating 100.33

Table VII

RANKING OF THE IMPORTANCE
OF INSTRUCTIONAL MANAGEMENT MODULES
Preservice Program

Rank	Mod. No.	Module Title	Rating
1.0	E-5	Provide for Safety Needs of Vocational Students	101
1.0	E-6	Provide for First Aid Needs of Vocational Students	101
1.0	E-7	Assist Students in Developing Self-Discipline	101
1.0	E-8	Manage Equipment and Supplies in Vocational Laboratory	101
5.0	E-9	Organize and Maintain the Vocational Laboratory	99
6.0	E-4	Maintain a Filing System	97
7.0	E-1	Project Instructional Resource Needs	86
8.0	E-2	Prepare Vocational Budgets and Reports	80
9.0	E-3	Arrange for Expanding Facilities and Purchasing Supplies	77
		Average Rating	93.66

Table VIII

RANKING OF THE IMPORTANCE
OF GUIDANCE MODULES
Preservice Program

Rank	Mod. No.	Module Title	Rating
1.0	F-4	Plan and Conduct Activities on Educational and Career Opportunities	88
2.0	F-5	Assist Students Applying for Employment	84
3.5	F-3	Use Conferences to Help Students Meet Educational and Vocational Needs	76
3.5	F-2	Gather Student Data Through Personal Contacts	76
5.0	F-1	Select and Use Student Data-Collection Sources and Techniques	73

Average Rating 79.40

Table IX

RANKING OF THE IMPORTANCE
OF SCHOOL-COMMUNITY RELATIONS
Preservice Program

Rank	Mod. No.	Module Title	Rating
1.0	G-9	Cooperate With State and Local Educators	88
2.0	G-10	Obtain Feedback From School and Community-Vocational Education Program	82
3.0	G-2	Give Presentations to School and Community Groups to Promote Vocational Education	71
4.0	G-7	Conduct an Open House	70
5.5	G-1	Develop a Plan for School and Community Relations	69
5.5	G-4	Provide Displays in School and Community on Vocational Education Program	69
7.0	G-5	Prepare News Releases to Promote the Vocational Program	68
8.0	G-3	Provide Brochures on Vocational Education Program	65
9.0	G-8	Provide Service To and Maintain Liaison With Community	63
10.0	G-6	Plan, Develop and Present Television and Radio Programs to Promote Vocational Education	57

Average Rating 70.20

Table X

RANKING OF IMPORTANCE
OF STUDENT VOCATIONAL ORGANIZATIONS MODULES
Preservice Program

Rank	Mod. No.	Module Title	Rating
1.0	H-1	Develop a Personal Philosophy of a Student Organization	89
2.5	H-2	Establish a Student Organization in Vocational Education	72
2.5	H-3	Prepare Students for Leadership Roles in Vocational Organization	72
4.0	H-5	Supervise Activities of Student Vocational Organization	70
5.0	H-4	Assist Students in Vocational Organization Activities	68
6.0	H-6	Provide Learning Experiences Through Contests	60
		Average Rating	71.80

Table XI

RANKING OF IMPORTANCE
OF PROFESSIONAL ROLE AND DEVELOPMENT MODULES
Preservice Program

Rank	Mod. No.	Module Title	Rating
1.5	I-3	Establish and Maintain a Personal Professional Philosophy and Ethical Standards	102
1.5	I-5	Select, Obtain and Hold a Job in Keeping With Your Professional Qualifications	102
3.0	I-1	Keep Up-to-Date in Your Profession	100
4.0	I-2	Serve the Profession	97
5.0	I-4	Serve the School and Community	94
6.0	I-6	Plan and Provide Laboratory Experiences for Prospective Teachers	65
7.0	I-7	Plan the Student Teaching Experience	60
8.0	I-8	Supervise Student Teachers	54

Average Rating 84.25

Table XII

RANKING OF THE IMPORTANCE
OF COORDINATION MODULES
Preservice Program

Rank	Mod. No.	Module Title	Rating
1.0	J-9	Plan and Conduct Related Instruction	82
2.0	J-8	Evaluate Students On-the-Job	77
3.0	J-4	Identify and Secure Prospective Training Stations	75
4.0	J-7	Coordinate and Supervise On-the-Job Instruction	74
5.0	J-5	Develop Training Agreements for Placing Students On-the-Job	72
6.5	J-1	Establish Guidelines for a Cooperative Vocational Education Program	71
6.5	J-2	Establish Policies for Managing Student Attendance-Transfers, etc.	71
8.0	J-3	Identify and Enroll Prospective Student-Learners	67
9.5	J-6	Develop the Training Ability of On-the-Job Instructors	66
9.5	J-10	Conduct an Employee-Employer Appreciation Event	66
		Average Rating	72.10

Table XIII

RANKING OF THE IMPORTANCE
OF PROGRAM PLANNING, DEVELOPMENT AND EVALUATION MODULES
Survival Kit for Tradesman

Rank	Mod. No.	Module Title	Rating
1.0	A-10	Develop Vocational Education Program Goals	87
2.0	A-11	Conduct an Occupational Task Analysis	84
3.0	A-15	Evaluate Your Vocational Program	81
4.0	A-12	Develop Vocational Education Program Offerings	73
5.0	A-9	Maintain an Occupational Advisory Committee	69
6.0	A-8	Organize an Occupational Advisory Committee	68
7.0	A-14	Conduct a Student Follow-up Study	54
8.0	A-13	Develop Long-Range Plans for a Vocational Program	53
9.0	A-3	Report and Use the Findings of a Community Survey	46
10.5	A-2	Conduct and Analyze Community Survey Data	44
10.5	A-1	Plan a Community Survey	44

Average Rating 63.90

Table XIV

RANKING OF THE IMPORTANCE
OF INSTRUCTIONAL PLANNING MODULES
Survival Kit for Tradesman

Rank	Mod. No.	Module Title	Rating
1.5	B-3	Plan a Unit of Instruction	96
1.5	B-4	Write a Lesson Plan	96
3.5	B-2	Write Student Performance Objectives	95
3.5	B-6	Select and Obtain Student Instructional Materials	95
5.0	B-7	Prepare Teacher-Made Materials for a Lesson	93
6.0	B-1	Determine Needs and Interests of Students	90

Average Rating 94.15

Table XV

RANKING OF THE IMPORTANCE
OF INSTRUCTIONAL EXECUTION MODULES
Survival Kit for Tradesman

Rank	Mod. No.	Module Title	Rating
1.5	C-7	Direct Student Laboratory Experience	96
1.5	C-16	Demonstrate a Manipulative Skill	96
3.3	C-10	Introduce a Lesson	95
3.3	C-11	Summarize a Lesson	95
3.3	C-17	Demonstrate a Concept or Principle	95
6.0	C-12	Employ Oral Questioning Techniques	94
7.0	C-13	Employ Reinforcement Techniques	92
8.0	C-14	Provide Instruction for Slower and More Capable Students	90
9.0	C-8	Direct Students in Applying Problem-Solving Techniques	88
10.0	C-6	Direct Student Study	84
11.0	C-9	Direct the Project Method	83
12.0	C-15	Present Information Through an Illustrated Talk	82
13.5	C-18	Direct Individualized Instruction	80
13.5	C-29	Present Information With the Chalkboard and Flip Chart	80
15.0	C-23	Present Information With Overhead and Opaque Materials	78
16.0	C-24	Present Information With Film Strips and Slides	76
17.5	C-25	Present Information With Films	74
17.5	C-26	Present Information With Audio Recordings	74
19.0	C-22	Illustrate With Models, Real Objects and Flannel Boards	70
20.0	C-2	Conduct Group Discussions and Symposiums	69
21.0	C-4	Direct Students in Instructing Other Students	68

Table XV-Cont.

RANKING OF THE IMPORTANCE
OF INSTRUCTIONAL EXECUTION MODULES
Survival Kit for Tradesman

Rank	Mod. No.	Module Title	Rating
22.3	C-1	Conduct Individual and Group Field Trips	66
22.3	C-3	Stimulate Learning Through Brainstorming	66
22.3	C-20	Present Information Using a Subject Matter Expert	66
25.0	C-21	Illustrate With Bulletin Boards and Exhibits	65
26.0	C-5	Employ the Techniques of Role-Playing and Simulation	64
27.0	C-27	Present Information With Televised and Video Taped Materials	56
28.0	C-28	Direct Programmed Instruction	51
29	C-19	Conduct Team Teaching	50

Average Rating 77.34

Table XVI

RANKING OF THE IMPORTANCE
OF INSTRUCTIONAL EVALUATION MODULES
Survival Kit for Tradesman

Rank	Mod. No.	Module Title	Rating
1.5	D-1	Establish Criteria for Student Performance	100
1.5	D-2	Assess Student Cognitive Performance	100
3.0	D-5	Determine Student Grades	95
4.0	D-6	Evaluate Instructional Effectiveness	94
5.0	D-4	Assess Student Psychomotor Performance	91
6.0	D-3	Assess Student Affective Performance	88

Average Rating 94.66

Table XVII

RANKING OF THE IMPORTANCE
OF INSTRUCTIONAL MANAGEMENT MODULES
Survival Kit for Tradesman

Rank	Mod. No.	Module Title	Rating
1.0	E-5	Provide for the Safety Needs of Students	96
2.0	E-6	Provide for the First Aid Needs of Students	93
3.0	E-8	Manage Equipment and Supplies in Vocational Laboratory	91
4.0	E-9	Organize and Maintain the Vocational Laboratory	89
5.0	E-7	Assist Students in Developing Self-Discipline	84
6.0	E-4	Maintain a Filing System	82
7.0	E-1	Project Instructional Resource Needs	68
8.0	E-2	Prepare Vocational Budgets and Reports	63
9.0	E-3	Arrange for Expanding Facilities and for Purchasing Supplies	60
		Average Rating	80.66

Table XVIII

RANKING OF THE IMPORTANCE
OF GUIDANCE MODULES
Survival Kit for Tradesman

Rank	Mod. No.	Module Title	Rating
1.0	F-5	Assist Students in Applying for Employment	70
2.0	F-4	Plan and Conduct Activities on Career Opportunities	68
3.0	F-3	Use Conferences to Help Students Meet Vocational Needs	59
4.0	F-2	Gather Student Data Through Personal Contacts	58
5.0	F-1	Select and Use Student Data-Collection Sources	53
		Average Rating	61.60

Table XIX

RANKING OF THE IMPORTANCE
OF SCHOOL-COMMUNITY RELATIONS MODULES
Survival Kit for Tradesman

Rank	Mod. No.	Module Title	Rating
1.0	G-9	Cooperate With State and Local Educators	78
2.0	G-10	Obtain Feedback From School and Community Re: Vocational Education	67
3.0	G-7	Conduct an Open House	63
4.5	G-2	Give Presentations to School and Community Groups	56
4.5	G-8	Provide Service To and Maintain Liaison With Community	56
6.5	G-1	Develop a Plan for School-Community Relations	51
6.5	G-4	Provide Displays in School and Community on Vocational Education Program	51
8.5	G-3	Provide Brochures to Inform School and Community About Vocational Education	48
8.5	G-5	Prepare News Releases to Promote Vocational Education Program	48
10.0	G-6	Plan, Develop and Present Radio and Television Programs	43

Average Rating 56.10

Table XX

RANKING OF THE IMPORTANCE
OF GUIDANCE MODULES
Survival Kit for Tradesman

Rank	Mod. No.	Module Title	Rating
1.0	H-1	Develop a Personal Philosophy of Student Organizations	68
2.0	H-3	Prepare Students for Leadership Roles in Student Organizations	61
3.0	H-5	Supervise Activities of the Student Vocational Organizations	59
4.0	H-2	Establish a Student Organization in Vocational Education	57
5.5	H-4	Assist Students in Developing and Financing a Program of Activities	54
5.5	H-6	Provide Learning Experiences Through Contests	54
		Average Rating	58.83

Table XXI

RANKING OF THE IMPORTANCE
OF PROFESSIONAL ROLE AND DEVELOPMENT MODULES
Survival Kit for Tradesman

Rank	Mod. No.	Module Title	Rating
1.0	I-2	Serve the Profession	94
2.0	I-3	Establish and Maintain a Personal Philosophy and Ethical Standards	91
3.5	I-1	Keep Up-to-Date in Your Profession	89
3.5	I-5	Select, Obtain and Maintain a Job	89
5.0	I-4	Serve the School and Community	80
6.0	I-6	Plan and Provide Laboratory Experiences for Prospective Teachers	48
7.0	I-7	Plan the Student Teaching Experience	47
8.0	I-8	Supervise Student Teachers	45

Average Rating 73.12

Table XXII

RANKING OF THE IMPORTANCE
OF COORDINATION MODULES
Survival Kit for Tradesman

Rank	Mod. No.	Module Title	Rating
1.0	J-9	Plan and Conduct Related Instruction	76
2.0	J-8	Evaluate Students On-the-Job	71
3.0	J-7	Coordinate and Supervise On-the-Job Instruction	61
4.0	J-3	Identify and Enroll Prospective Student-Learners	59
5.0	J-4	Identify and Secure Prospective Training Stations	58
6.0	J-5	Develop Training Agreements and Training Plans for Placing Students On-the-Job	57
7.5	J-2	Establish Policies for Attendance and Transfers	56
7.5	J-6	Develop the Training Ability of On-the-Job Instructors	56
9.0	J-10	Conduct an Employer-Employee Appreciation Event	53
10.0	J-1	Establish Criteria and Guidelines for Initiating a Cooperative Vocational Education Program	49
		Average Rating	59.60

Significant Findings

The analysis of data revealed respondents ratings of modules for utilization in a Preservice Teacher Education program and those for a preservice or "Survival Kit". Those modules which were recommended as being required by 50% or more of the respondents were selected for inclusion in a Preservice Teacher Education program or for a "Survival Kit" for the tradesman entering vocational teaching.

Fifty-eight (58) modules were recommended for inclusion or utilization in the Preservice Teacher Education program. They are listed by rank order:

	Mod. No.	Module Title	Rank
1	B-2	Write Student Performance Objectives	102
2	B-3	Plan a Unit of Instruction	102
3	B-4	Write a Lesson Plan	102
4	B-5	Select and Obtain Student Instructional Material	102
5	B-6	Prepare Teacher-Made Instructional Materials	102
6	C-7	Direct Student Laboratory Experience	102
7	C-8	Direct Students in Applying Problem-Solving Techniques	102
8	C-10	Introduce a Lesson	102
9	C-11	Summarize a Lesson	102
10	C-12	Employ Oral Questioning Techniques	102
11	D-6	Evaluate Instructional Effectiveness	102
12	I-3	Establish and Maintain a Personal Professional Philosophy	102
13	I-5	Select, Obtain and Maintain a Job	102
14	B-1	Determine Needs and Interests of Students	101
15	C-13	Employ Reinforcement Techniques	101
16	C-16	Demonstrate a Manipulative Skill	101
17	C-17	Demonstrate a Concept or Principle	101
18	C-18	Direct Individualized Instruction	101
19	D-1	Establish Criteria for Student Performance	101
20	D-2	Assess Student Cognitive Performance	101
21	D-4	Assess Student Psychomotor Performance	101
22	D-5	Determine Student Grades	101
23	E-5	Provide for Safety Needs of Students	101
24	E-6	Provide for First Aid Needs of Students	101
25	E-7	Assist Students in Developing Self-Discipline	101
26	E-8	Manage Equipment and Supplies	101
27	C-6	Direct Student Study	100
28	C-14	Provide Instruction for Slower and Faster Students	100
29	I-1	Keep Up-to-Date in Your Profession	100
30	A-10	Develop Program Goals and Objectives	99
31	C-9	Direct the Project Method	99
32	E-9	Organize and Maintain the Vocational Laboratory	99
33	C-15	Present Information Through Illustrated Talk	97
34	E-4	Maintain a Filing System	97
35	I-2	Serve the Profession	97
36	D-3	Assess Student Affective Performance	96
37	C-23	Present Information With Overhead and Opaque Materials	95

Significant Findings-Cont.-Pg. 2

38	I-4	Serve the School and Community	94
39	C-24	Present Information With Film Strips and Slides	93
40	A-11	Conduct an Occupational Task Analysis	92
41	C-2	Conduct Group Discussions and Symposiums	92
42	C-25	Present Information With Films	92
43	C-22	Illustrate With Models	91
44	A-12	Develop Program Offerings	90
45	A-15	Evaluate Your Program	90
46	C-26	Present Information With Audio Recordings	90
47	C-29	Present Information With Chalkboard	90
48	H-1	Develop a Personal Philosophy of a Student Organization	89
49	C-3	Stimulate Learning Through Brainstorming	89
50	A-8	Organize an Occupational Advisory Committee	88
51	G-9	Cooperate With State and Local Educators	88
52	F-4	Plan and Conduct Classroom and Related Activities	88
53	C-1	Conduct Individual and Group Field Trips	87
54	E-1	Project Instructional Resource Needs	86
55	C-21	Illustrate With Bulletin Boards	85
56	C-4	Direct Students in Instructing Other Students	85
57	F-5	Assist Students in Applying for Employment	84
58	A-9	Maintain an Occupational Advisory Committee	83

Forty (40) modules were recommended for inclusion or utilization in a "Survival Kit" for use in staff development efforts with tradesmen who are to enter vocational teaching directly from an occupational area without benefit of a pre-service program. They are listed by rank order:

Mod. No.		Module Title	Rank
1	D-1	Establish Criteria for Student Performance	100
2	D-2	Assess Student Performance	100
3	B-3	Plan a Unit of Instruction	96
4	B-4	Write a Lesson Plan	96
5	C-7	Direct Student Laboratory Experience	96
6	C-16	Demonstrate a Manipulative Skill	96
7	E-5	Provide for the Safety Needs of Students	96
8	B-2	Write Student Performance	95
9	B-6	Select and Obtain Instructional Materials	95
10	C-10	Introduce a Lesson	95
11	C-11	Summarize a Lesson	95
12	C-17	Demonstrate a Concept	95
13	D-5	Determine Student Grades	95
14	C-12	Employ Oral Questioning Techniques	94
15	D-6	Evaluate Instructional Effectiveness	94
16	I-2	Serve the Profession	94
17	B-7	Prepare Teacher-Made Instructional Materials	93
18	E-6	Provide for First Aid Needs of Students	93
19	C-13	Employ Reinforcement Techniques	92
20	D-4	Assess Student Psychomotor Performance	91
21	E-8	Manage Equipment and Supplies	91

Significant Findings-Cont.-Pg. 3

22	I-3	Establish and Maintain a Professional Philosophy	91
23	B-1	Determine Needs and Interests of Students	90
24	C-14	Provide Instruction for Fast and Slow Students	90
25	E-9	Organize and Maintain the Vocational Laboratory	89
26	I-1	Keep Up-to-Date in Your Profession	89
27	I-5	Select, Obtain and Maintain a Job	89
28	C-8	Direct Students in Applying Problem-Solving Techniques	88
29	D-3	Assess Student Affective Performance	88
30	A-10	Develop Vocational Education Program Goals and Objectives	87
31	A-11	Conduct an Occupational Task Analysis	84
32	E-7	Assist Students in Developing Self-Discipline	84
33	C-6	Direct Student Study	84
34	C-9	Direct the Project Method	83
35	C-15	Present Information Through an Illustrated Talk	82
36	E-4	Maintain a Filing System	82
37	A-15	Evaluate Your Vocational Program	81
38	C-18	Direct Individualized Instruction	80
39	C-29	Present Information With Chalkboard and Flip Chart	80
40	I-4	Serve the School and Community	80

Listed below are the modules recommended by 50% or more of the respondents as not needed by a tradesman entering vocational teaching.

A-1 Plan a Community Survey

A-2 Conduct and Analyze Community Survey Date

A-3 Report and Use the Findings of a Community Survey

A-13 Develop Long-Range Plans for a Vocational Program

G-3 Provide Brochures About Vocational Education Program

G-5 Prepare News Releases to Promote Vocational Program

G-6 Plan, Develop and Present Television and Radio Programs

I-6 Plan Laboratory Experiences for Prospective Teachers

I-7 Plan the Student Teaching Experience

I-8 Supervise Student Teachers

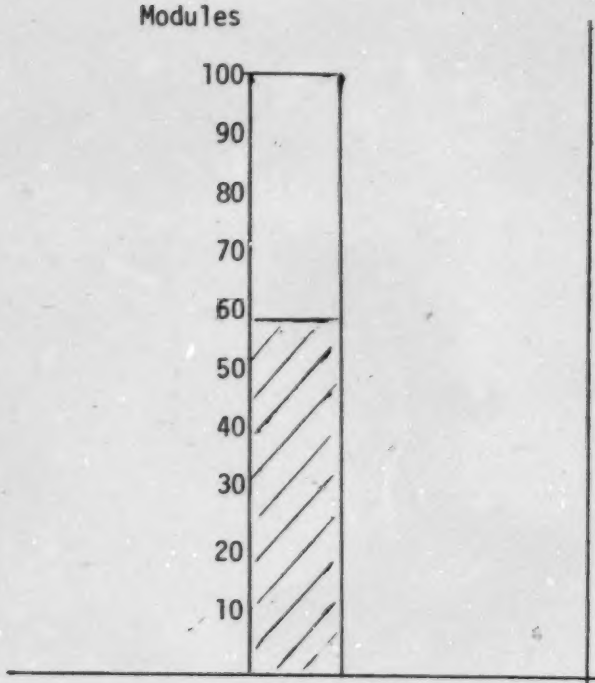
J-1 Establish Guidelines for a Cooperative Vocational Education Program

Note:
Only one module is recommended by 50% or more of the respondents as not needed in the Preservice Program.

The module is: I-8 Supervise Student Teachers.

Figure I

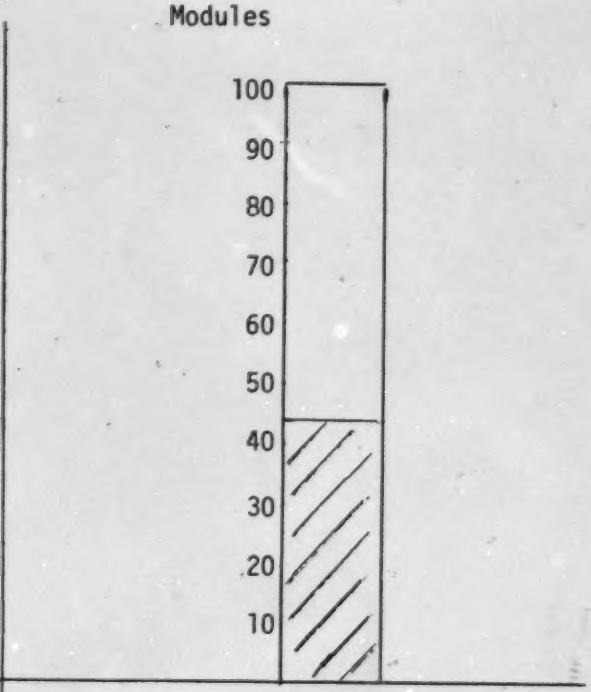
Percent of modules recommended for Preservice Program



Fifty-eight modules were recommended as being required in the preservice program by 50% or more of the respondents.

Figure II

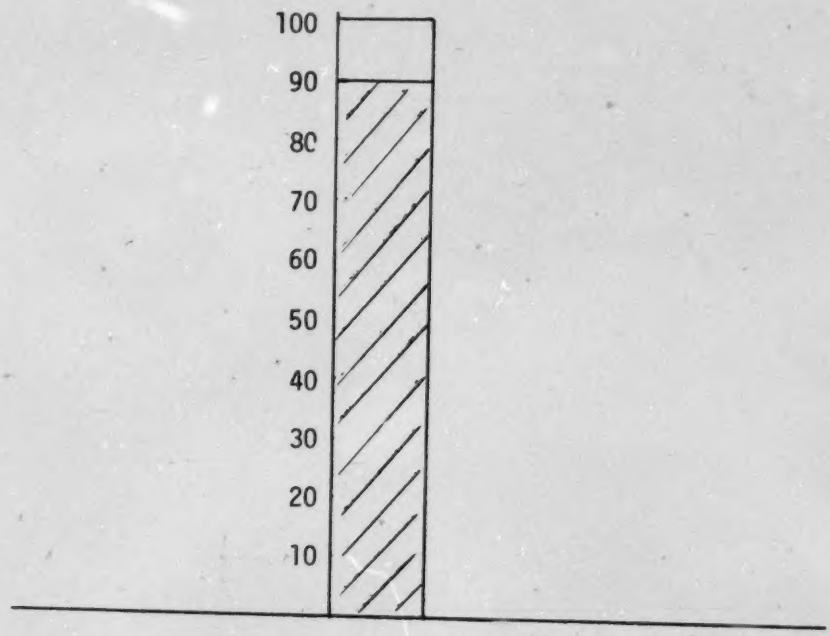
Percent of modules recommended for Survival Kit



Forty-four modules were recommended as being required of a tradesman entering vocational teaching by 50% or more of the respondents.

Figure III

Percent of modules recommended as desirable
or required for a Preservice Program

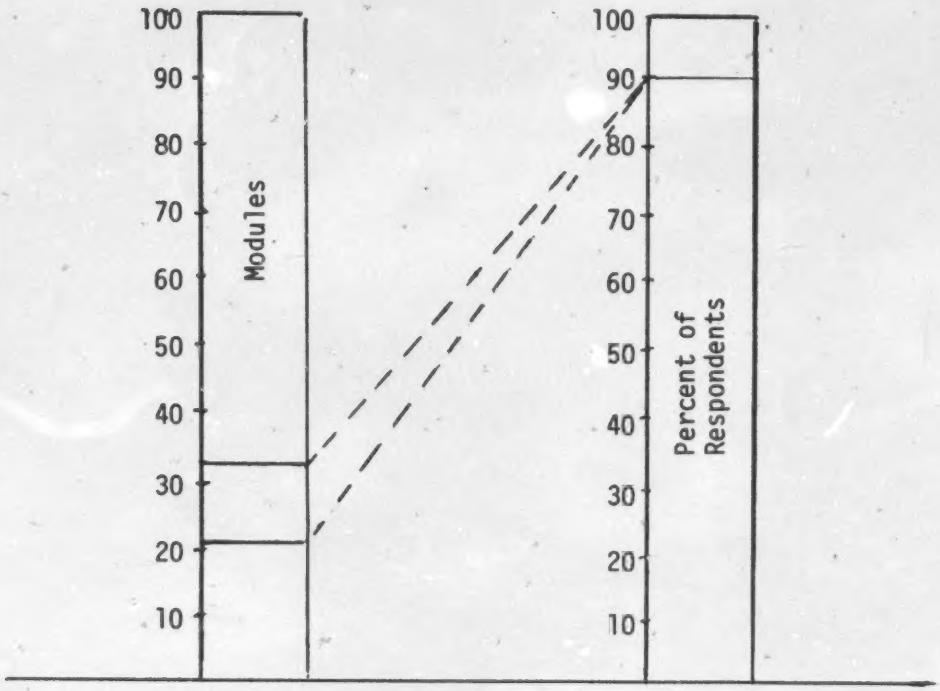


Ninety per cent of respondents recommend all modules as being either desirable or required in a vocational preservice program.

Exceptions: Modules G-6 (Television and radio) and
I-6, 7, 8 (Student teachers)

Figure IV

Percent of modules recommended as desirable or required for a Tradesmans Survival Kit



Ninety per cent of the respondents agree that thirty-three (33) of the modules should be required in the preservice program, and that twenty-one (21) modules should be required in the "Survival Kit" program.

Appendix A

UNIVERSITY OF MAINE *at Portland - Gorham*

Department of Industrial Education & Technology

College Avenue
Gorham, Maine 04038

January 1976

To: Participants - CBTE
From: Tom Vail, Project Director *Tom*
Re: Results of Phase I Identification Questionnaire

Your ratings of the teacher competencies, as submitted via the questionnaire, have been tabulated. This completes Phase I of the two-phase Delphi identification process. We think you will find the results interesting, but keep in mind that they are not final and may change with the completion of Phase II.

Phase II of the process requires that the participants be furnished the results of Phase I along with another questionnaire which you are requested to complete and return for the final tabulation. The Delphi system assumes that when the participants see the first findings of a survey and are asked to make a second judgement, the second tabulation will be of greater value. No doubt, the findings will confirm your thinking in some cases and may cause you to reconsider in others. At any rate, we hope you will continue to assist in this survey and again complete the questionnaire.

There were fifty-seven questionnaires sent out in Phase I, and we had a 60% return. The second mailing is being sent to the same vocational educators as the first.

We wish to thank you for your cooperation in Phase I, and hope that you will want to help us finish the task. If you did not find it possible to do so in the first step, we would like your imput in this second phase.

Again, please enter your ratings on the questionnaire with check marks and return in the enclosed envelope.

The enclosed questionnaire has the results of Phase I on it. Place your check marks on this questionnaire beside the numbers already there and return in the enclosed envelope by February 1, 1976.

vh
Enclosures:
a) questionnaire
b) self-addressed, stamped envelope

Appendix A

VOCATIONAL TEACHER COMPETENCY/MODULE QUESTIONNAIRE
for
NEW ENGLAND CBTE PROJECT
Sponsored by
University of Maine at Portland-Gorham

January 1976

Phase II Delphi Identification Process

CBTE Questionnaire for
Vocational Teacher Educators of New England

Purpose: To identify and prioritorize modules of teacher competencies for use in (a) pre-service programs and (b) those needed by tradesmen for immediate entrance into teaching.

Instructions:

1. The questionnaire asks the participant to make a judgement on each module in the two catagories. The decision to be made is whether the module (a) should be required, (b) is desirable, or (c) not needed for that program.

2. For each module listed, enter only one check (✓) mark for each program.

3. When questionnaire has been completed, place in stamped, self-addressed envelope and mail.

Key: Req. - required
Des. - desirable
N/N - not needed

Appendix A

CBTE COMPETENCY/MODULES
IDENTIFICATION QUESTIONNAIRE for
VOCATIONAL TEACHER EDUCATORS OF NEW ENGLAND

Module No.	Title	Preservice Program Req.	Preservice Program Des.	Preservice Program N/N	Survival Kit Program Req.	Survival Kit Program Des.	Survival Kit Program N/N
A-1	Plan a Community Survey	6	16	11	3	6	24
A-2	Conduct and Analyze Community Survey Data	6	20	6	3	9	19
A-3	Report and use the Findings of a Community Survey	8	13	11	1	14	17
A-8	Organize or Reorganize an Occupational Advisory Committee	16	11	7	10	14	13
A-9	Maintain an Occupational Advisory Committee	15	12	6	11	12	9
A-10	Develop Vocational Education Program Goals and Objectives	22	9	2	16	13	3
A-11	Conduct an Occupational Task Analysis	22	8	3	17	11	4
A-12	Develop Vocational Education Program Offerings	14	13	6	12	12	9
A-13	Develop Long-Range Plans for a Vocational Program	11	14	8	8	10	15
A-14	Conduct a Student Follow-Up Study	11	11	11	5	14	13
A-15	Evaluate Your Vocational Program	19	10	4	19	9	5
B-1	Determine Needs and Interests of Students	26	7	0	26	7	0
B-2	Write Student Performance Objectives	32	1	0	30	3	0
B-3	Plan a Unit of Instruction	33	0	0	33	0	0
B-4	Write a Lesson Plan	32	0	1	28	1	2
B-6	Select and Obtain Student Instructional Materials	31	1	0	28	4	1
B-7	Prepare Teacher-Made Instructional Materials for a Lesson	28	5	0	24	6	3
C-1	Conduct individual and group Field Trips	19	12	2	10	17	6
C-2	Conduct Group Discussions, Panel Discussions, and Symposiums	19	11	3	12	13	8
C-3	Stimulate Learning Through Brainstorming, Buzz Group and Question Box Techniques	16	14	3	11	16	6
C-4	Direct Students in Instructing Other Students	17	15	1	15	11	7
C-5	Employ the Techniques of Role-Playing and Simulation	14	16	2	6	18	9

Module No.	Title	Preservice Program Req.	Des.	N/N	Survival Kit Program Req.	Des.	N/N
C-6	Direct Student Study	25	6	2	17	12	4
C-7	Direct Student Laboratory Experience	28	3	1	28	4	1
C-8	Direct Students in Applying Problem-Solving Techniques	26	6	1	19	14	0
C-9	Direct the Project Method	24	7	2	18	15	0
C-10	Introduce a Lesson	32	1	0	27	6	0
C-11	Summarize a Lesson	33	0	0	28	5	0
C-12	Employ Oral Questioning Techniques	27	5	0	25	5	1
C-13	Employ Reinforcement Techniques	30	3	0	28	4	1
C-14	Provide Instruction for Slower and More Capable Students	27	6		22	10	1
C-15	Present Information Through an Illustrated Talk	25	8	0	18	13	2
C-16	Demonstrate a Manipulative Skill	30	2	1	30	3	0
C-17	Demonstrate a Concept or Principle	30	3	0	23	9	1
C-18	Direct Individualized Instruction	24	8	1	14	18	1
C-19	Conduct Team Teaching	10	22	1	7	15	11
C-20	Present Information Using a Subject Matter Expert	12	18	3	4	17	12
C-21	Illustrate with Bulletin Boards and Exhibits	13	8	2	8	20	5
C-22	Illustrate with Models, Real Objects and Flannel Boards	22	9	2	11	18	4
C-23	Present Information with Overhead and Opaque Materials	25	8	0	19	13	1
C-24	Present Information with Filmstrips and Slides	23	10	0	17	14	2
C-25	Present Information with Films	22	10	0	16	14	2
C-26	Present Information with Audio Recordings	20	13	0	14	15	4
C-27	Present Information with Televised and Videotaped Materials	12	21	0	5	18	9
C-28	Direct Programmed Instruction	12	21	0	4	19	10
C-29	Present Information with the Chalkboard and Flip Chart	26	6	1	22	10	1
D-1	Establish Criteria for Student Performance in a Vocational Education Program	28	5	0	23	8	2
D-2	Assess Student Cognitive Performance	30	4	0	25	6	2
D-3	Assess Student Affective Performance	25	8	0	21	9	3
D-4	Assess Student Psychomotor Performance	25	7	1	24	6	3
D-5	Determine Student Grades in a Vocational Program	30	3	0	26	6	1
D-6	Evaluate Instructional Effectiveness	28	5	0	23	9	1

Module No.	Title	Preservice Program Req.	Des.	N/N	Survival Kit Program Req.	Des.	N/N
E-1	Project Instructional Resource Needs	16	15	2	10	15	8
E-2	Prepare Vocational Budgets and Reports	16	11	6	19	7	12
E-3	Arrange for Expanding Facilities and for Purchasing Supplies for the Vocational Program	16	11	6	10	10	13
E-4	Maintain a Filing System	24	6	3	17	10	6
E-5	Provide for the Safety Needs of Vocational Students	29	4	0	33	0	0
E-6	Provide for the First Aid Needs of Vocational Students	23	10	0	22	10	1
E-7	Assist Students in Developing Self-Discipline	26	6	1	18	14	1
E-8	Manage Equipment and Supplies in the Vocational Laboratory	22	10	0	23	8	11
E-9	Organize and Maintain the Vocational Laboratory	23	10	0	23	7	3
F-1	Select and Use Appropriate Student Data Collection Sources and Techniques	12	19	2	5	17	11
F-2	Gather Student Data through Personal Contacts	10	19	4	5	17	11
F-3	Use Conferences to Help Students Meet Personal, Educational and Vocational Needs	10	22	1	9	15	9
F-4	Plan and Conduct Classroom and Related Activities on Educational and Career Opportunities	16	15	2	8	15	10
F-5	Assist Students in Applying for Employment or Further Education	15	16	11	13	13	7
G-1	Develop a Plan for School-Community Relations	13	16	4	7	11	15
G-2	Give Presentations to School and Community Groups to Promote a Vocational Education Program	9	20	3	6	12	14
G-3	Provide Brochures to Inform the School and Community about the Vocational Education Program	7	20	6	5	11	17
G-4	Provide Displays in the School and Community on the Vocational Program	10	18	5	6	16	11
G-5	Prepare News Releases and Manuscripts to Promote the Vocational Program	8	18	7	7	10	16

Module No.	Title	Preservice Program Req.	Preservice Program Des.	Preservice Program N/N	Survival Kit Program Req.	Survival Kit Program Des.	Survival Kit Program N/N
G-6	Plan, Develop and Present Television and Radio Programs to Promote the Vocational Program	0	20	13	1	10	22
G-7	Conduct an Open House	11	18	4	10	14	9
G-8	Provide Service to and Maintain Liaison with Members of the Community	8	21	3	7	13	13
G-9	Cooperate with State and Local Educators	16	15	1	11	16	5
G-10	Obtain Feedback From the School and Community Concerning the Vocational Education Program	13	16	3	9	14	9
H-1	Develop a Personal Philosophy of a Student Organization in Vocational Education	15	16	1	11	10	11
H-2	Establish a Student Organization in Vocational Education	8	19	5	4	15	13
H-3	Prepare Students for Leadership Roles in the Student Vocational Organization	7	21	3	6	13	13
H-4	Assist Students in Developing and Financing a Yearly Program of Activities	5	20	7	3	14	15
H-5	Supervise Activities of the Student Vocational Organization	7	22	3	5	16	11
H-6	Provide Learning Experiences for Vocational Students through Contests	3	20	9	3	13	6
I-1	Keep Up-to-Date in Your Profession and in Your Occupational Specialty	26	6	0	21	9	2
I-2	Serve the Profession	19	10	1	18	6	6
I-3	Establish and Maintain a Personal Professional Philosophy and Ethical Standards	24	8	0	21	9	2
I-4	Serve the School and Community	18	11	1	15	11	3
I-5	Select, Obtain and Maintain a Job in Keeping with Your Professional Qualifications	20	8	2	16	7	7
I-6	Plan and Provide Laboratory Experiences for Prospective Teachers	9	12	11	5	12	15
I-7	Plan the Student Teaching Experience	7	12	13	4	10	18
I-8	Supervise Student Teachers	7	11	14	5	8	19

Module No.	Title	Preservice Program Req.	Preservice Program Des.	Preservice Program N/N	Survival Kit Program Req.	Survival Kit Program Des.	Survival Kit Program N/N
J-1	Establish Criteria and Guidelines for Initiating a Cooperative Vocational Education Program	10	17	6	5	12	16
J-2	Establish and Apply Policies for Managing Student-Learner Attendance, Transfers and Terminations	10	16	7	6	15	12
J-3	Identify and Enroll Prospective Student-Learners	9	18	5	4	19	9
J-4	Identify and Secure Prospective Training Stations	12	17	4	7	16	10
J-5	Develop Training Agreements and Training Plans for Placing Student-Learners On-the-Job	14	15	4	7	15	11
J-6	Develop the Training Ability of On-the-Job Instructors	10	15	7	3	15	4
J-7	Coordinate and Supervise On-the-Job Instruction	11	16	6	7	16	10
J-8	Evaluate Students On-the-Job	13	14	5	16	7	9
J-9	Plan and Conduct Related Instruction	13	16	4	15	13	5
J-10	Conduct an Employer-Employee Appreciation Event	8	20	5	5	14	14

Appendix B

VOCATIONAL TEACHER COMPETENCY/MODULE QUESTIONNAIRE
for
NEW ENGLAND CBTE PROJECT
Sponsored by
University of Maine at Portland-Gorham

January 1976

Phase II Delphi Identification Process

CBTE Questionnaire for
Vocational Teacher Educators of New England

Purpose: To identify and prioritorize modules of teacher competencies for use in (a) pre-service programs and (b) those needed by tradesmen for immediate entrance into teaching.

Instructions:

1. The questionnaire asks the participant to make a judgement on each module in the two catagories. The decision to be made is whether the module (a) should be required, (b) is desirable, or (c) not needed for that program.

2. For each module listed, enter only one check (✓) mark for each program.

3. When questionnaire has been completed, place in stamped, self-addressed envelope and mail.

Key: Req. - required
Des. - desirable
N/N - not needed

CBTE COMPETENCY/MODULES
IDENTIFICATION QUESTIONNAIRE for
VOCATIONAL TEACHER EDUCATORS OF NEW ENGLAND

Module No.	Title	Preservice Program Req.	Des.	N/N	Survival Kit Program Req.	Des.	N/N
A-1	Plan a Community Survey	2	25	7	3	6	23
A-2	Conduct and Analyze Community Survey Data	2	25	7	4	4	24
A-3	Report and use the Findings of a Community Survey	4	21	8	3	9	19
A-8	Organize or Reorganize an Occupational Advisory Committee	20	9	5	12	12	8
A-9	Maintain an Occupational Advisory Committee	18	13	3	12	3	7
A-10	Develop Vocational Education Program Goals and Objectives	31	3	0	24	7	1
A-11	Conduct an Occupational Task Analysis	29	5	0	22	8	2
A-12	Develop Vocational Education Program Offerings	22	12	0	15	11	6
A-13	Develop Long-Range Plans for a Vocational Program	9	23	2	5	11	16
A-14	Conduct a Student Follow-Up Study	10	20	4	3	16	13
A-15	Evaluate Your Vocational Program	25	7	1	22	5	5
B-1	Determine Needs and Interests of Students	33	1	0	26	6	0
B-2	Write Student Performance Objectives	34	0	0	31	1	0
B-3	Plan a Unit of Instruction	34	0	0	32	0	0
B-4	Write a Lesson Plan	34	0	0	32	0	0
B-6	Select and Obtain Student Instructional Materials	34	0	0	31	1	0
B-7	Prepare Teacher-Made Instructional Materials for a Lesson	34	0	0	29	3	0
C-1	Conduct individual and group Field Trips	19	15	0	6	22	4
C-2	Conduct Group Discussions, Panel Discussions, and Symposiums	24	10	0	7	23	2
C-3	Stimulate Learning Through Brainstorming, Buzz Group and Question Box Techniques	21	13	0	6	22	4
C-4	Direct Students in Instructing Other Students	17	17	0	8	20	4
C-5	Employ the Techniques of Role-Playing and Simulation	12	22	0	3	26	3

Module No.	Title	Preservice Program Req.	Des.	N/N	Survival Kit Program Req.	Des.	N/N
C-6	Direct Student Study	32	2	0	22	8	2
C-7	Direct Student Laboratory Experience	34	0	0	32	0	0
C-8	Direct Students in Applying Problem-Solving Techniques	34	0	0	24	8	0
C-9	Direct the Project Method	32	1	1	20	11	1
C-10	Introduce a Lesson	34	0	0	31	1	0
C-11	Summarize a Lesson	34	0	0	31	1	0
C-12	Employ Oral Questioning Techniques	34	0	0	30	2	0
C-13	Employ Reinforcement Techniques	33	1	0	28	4	0
C-14	Provide Instruction for Slower and More Capable Students	32	2	0	26	6	0
C-15	Present Information Through an Illustrated Talk	29	5	0	18	14	0
C-16	Demonstrate a Manipulative Skill	33	1	0	32	0	0
C-17	Demonstrate a Concept or Principle	31	1	0	31	1	0
C-18	Direct Individualized Instruction	33	1	0	16	16	0
C-19	Conduct Team Teaching	2	30	0	1	16	15
C-20	Present Information Using a Subject Matter Expert	5	27	1	1	20	11
C-21	Illustrate with Bulletin Boards and Exhibits	17	17	0	7	19	6
C-22	Illustrate with Models, Real Objects and Flannel Boards	23	11	0	8	22	2
C-23	Present Information with Overhead and Opaque Materials	27	7	0	16	14	2
C-24	Present Information with Filmstrips and Slides	25	9	0	14	16	2
C-25	Present Information with Films	24	9	0	13	16	3
C-26	Present Information with Audio Recordings	20	14	0	11	19	2
C-27	Present Information with Televised and Videotaped Materials	10	23	1	3	18	11
C-28	Direct Programmed Instruction	8	24	2	2	15	15
C-29	Present Information with the Chalkboard and Flip Chart	24	9	0	20	9	2
D-1	Establish Criteria for Student Performance in a Vocational Education Program	33	1	0	30	2	0
D-2	Assess Student Cognitive Performance	33	1	0	30	2	0
D-3	Assess Student Affective Performance	30	3	0	24	8	0
D-4	Assess Student Psychomotor Performance	33	1	0	27	5	0
D-5	Determine Student Grades in a Vocational Program	33	1	0	31	1	0
D-6	Evaluate Instructional Effectiveness	34	0	0	30	2	0

Module No.	Title	Preservice Program Req.	Des.	N/N	Survival Kit Program Req.	Des.	N/N
E-1	Project Instructional Resource Needs	18	16	0	7	22	3
E-2	Prepare Vocational Budgets and Reports	15	16	3	11	9	12
E-3	Arrange for Expanding Facilities and for Purchasing Supplies for the Vocational Program	13	17	4	6	16	10
E-4	Maintain a Filing System	29	5	0	19	11	2
E-5	Provide for the Safety Needs of Vocational Students	33	1	0	32	0	0
E-6	Provide for the First Aid Needs of Vocational Students	33	1	0	29	3	0
E-7	Assist Students in Developing Self-Discipline	33	1	0	19	13	0
E-8	Manage Equipment and Supplies in the Vocational Laboratory	33	1	0	28	3	1
E-9	Organize and Maintain the Vocational Laboratory	32	1	1	26	5	1
F-1	Select and Use Appropriate Student Data Collection Sources and Techniques	5	29	0	2	17	13
F-2	Gather Student Data through Personal Contacts	8	26	0	4	18	10
F-3	Use Conferences to Help Students Meet Personal, Educational and Vocational Needs	9	24	1	3	21	8
F-4	Plan and Conduct Classroom and Related Activities on Educational and Career Opportunities	21	12	1	8	20	4
F-5	Assist Students in Applying for Employment or Further Education	17	16	1	10	18	4
G-1	Develop a Plan for School-Community Relations	7	22	4	4	12	15
G-2	Give Presentations to School and Community Groups to Promote a Vocational Education Program	6	24	5	4	15	14
G-3	Provide Brochures to Inform the School and Community about the Vocational Education Program	3	25	6	3	10	19
G-4	Provide Displays in the School and Community on the Vocational Program	3	29	2	0	19	13
G-5	Prepare News Releases and Manuscripts to Promote the Vocational Program	4	26	4	1	14	17

Module No.	Title	Preservice Program Req.	Preservice Program Des.	Preservice Program N/N	Survival Kit Program Req.	Survival Kit Program Des.	Survival Kit Program N/N
G-6	Plan, Develop and Present Television and Radio Programs to Promote the Vocational Program	0	23	11	0	11	21
G-7	Conduct an Open House	6	24	4	5	21	6
G-8	Provide Service to and Maintain Liaison with Members of the Community	1	28	5	2	20	10
G-9	Cooperate with State and Local Educators	20	14	0	15	16	1
G-10	Obtain Feedback From the School and Community Concerning the Vocational Education Program	14	20	0	10	15	7
H-1	Develop a Personal Philosophy of a Student Organization in Vocational Education	21	13	0	13	10	9
H-2	Establish a Student Organization in Vocational Education	5	28	1	4	17	11
H-3	Prepare Students for Leadership Roles in the Student Vocational Organization	6	26	2	6	17	9
H-4	Assist Students in Developing and Financing a Yearly Program of Activities	4	26	4	4	14	14
H-5	Supervise Activities of the Student Vocational Organization	7	22	5	6	15	11
H-6	Provide Learning Experiences for Vocational Students through Contests	5	22	7	4	14	14
I-1	Keep Up-to-Date in Your Profession and in Your Occupational Specialty	32	2	0	27	3	2
I-2	Serve the Profession	29	5	0	22	8	2
I-3	Establish and Maintain a Personal Professional Philosophy and Ethical Standards	34	0	0	28	3	1
I-4	Serve the School and Community	26	8	0	16	16	0
I-5	Select, Obtain and Maintain a Job in Keeping with Your Professional Qualifications	34	0	0	26	5	1
I-6	Plan and Provide Laboratory Experiences for Prospective Teachers	7	17	10	2	12	18
I-7	Plan the Student Teaching Experience	6	14	14	3	9	20
I-8	Supervise Student Teachers	5	10	19	3	7	22

Module No.	Title	Preservice Program Req.	Des.	N/N	Survival Kit Program Req.	Des.	N/N
J-1	Establish Criteria and Guidelines for Initiating a Cooperative Vocational Education Program	6	25	3	4	9	19
J-2	Establish and Apply Policies for Managing Student-Learner Attendance, Transfers and Terminations	6	25	3	5	14	13
J-3	Identify and Enroll Prospective Student-Learners	2	29	3	3	21	8
J-4	Identify and Secure Prospective Training Stations	8	22	4	4	18	10
J-5	Develop Training Agreements and Training Plans for Placing Student-Learners On-the-Job	7	24	3	5	15	12
J-6	Develop the Training Ability of On-the-Job Instructors	4	24	6	3	18	11
J-7	Coordinate and Supervise On-the-Job Instruction	10	20	4	6	17	9
J-8	Evaluate Students On-the-Job	13	17	4	15	9	8
J-9	Plan and Conduct Related Instruction	16	16	2	15	14	3
J-10	Conduct an Employer-Employee Appreciation Event	3	26	5	3	15	14

Appendix C

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University of Maine at Portland-Gorham
EPDA Sub-project No. 12
Competency-Based Teacher Education for
Vocational Teacher Educators

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